

Unit Planning Guide: Grade 4 Unit 5 of 10

Unit Title: Understanding Informational Text	Pacing (Duration of Unit): 2 weeks
Grade: 4	Buffer Day(s):

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

RL4.2 Determine a theme of a story, drama, or poem from details in the text.

RL MA 4.8 a Locate and analyze examples of similes and metaphors in stories, poems, folktales and plays and explain how these literary devices enrich the text.

W MA 4.3 a Write stories, poems, and scripts that use similes and/or metaphors.

L4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L4.5 a. Explain the meaning of simple similes and metaphors in context.

L4.5 b. Recognize and explain the meaning of common idioms, adages and proverbs.

L4.3 a Choose words and phrases to convey ideas precisely.

L4.3 b Choose punctuation for effect

L4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L4.1 b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

RF4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

WIDA Standards (ELL)

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

RF4.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Writers understand the deliberate role of language and word choice in poetry to create meaning.
- Readers use their background knowledge in conjunction with evidence from the poem to create an understanding of the author's vision.
- Writers understand that poems create an intense emotion.

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- What is poetry?
- How does poetry help us experience the world differently?
- How does a poet use language to invite the reader into their vision?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently. (**academic vocab in bold**)

Students will know ...

- **Theme** as the central idea or ideas of a literary work.
- **Similes** and **metaphors**- their definitions, meanings and **context** for use
- That words can have **subtle** meaning differences
- **Figurative language** is a word or phrase that does not have its normal everyday, **literal** meaning (i.e., **idioms, adages, proverbs**).
- That punctuation can convey an effect in poetry (e.g., commas for a dramatic pause, an **ellipse** for a passage of time, e.e. cummings poetry)
- That there are a range of strategies (e.g., **rereading**, using **context**, looking for **root words**, etc.) that will help them identify the meaning of an unknown or **multiple meaning** word.

Important Notation: Texts should be chosen from the grade 4-5 text complexity band.

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Using details from a text to determine theme of a story, drama or poem. (*analyzing*)
- Locating, analyzing & explaining similes and metaphors in stories and poems and incorporating those elements in their own poetry and prose. (*analyzing*)
- Identifying multiple meaning words and integrating these in their writing with appropriate context. (*understanding*)
- Explaining the meaning of figurative language noting the literal versus its cultural use. (*understanding*)
- Employing multiple word attack strategies for determining the meaning of an unknown word or phrase. (*applying*)